

## Remote interpreting: The role of research and training in shaping and improving practice

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### This presentation

#### Outline

Overview of current **practice**

Insights from **research**

Case study: remote interpreting in a police setting

Implications for **education & training**

Case study: role play in videoconferences and 3D world

Emerging conclusions



### Remote interpreting: Summary

#### Different levels of complexity

- From point-to-point VC (primary participants in one location) to multi-point VC (primary participants and/or interpreters distributed)
- From short duration, routine tasks to longer and/or more complex tasks
- From bilingual to multilingual
- From consecutive to simultaneous (or combination, e.g. Florida courts)

### Research

#### Topics

- **Ergonomics of RI** (conference interpreting): sense of discomfort; physiological and psychological difficulties (cf Mouzourakis 2006, Roziner & Shlesinger 2010)
- **Technological environment** (conference and legal interpreting): difficulties cannot be attributed to a particular technical setup (Mouzourakis 2006)
- **Interpreting quality** (in conference and legal interpreting): in conference interpreting few significant differences between RI and FTI (Moser-Mercer 2003, Roziner & Shlesinger); in legal interpreting significant differences (Braun & Taylor 2012, Braun 2013, 2014); earlier onset of fatigue in RI
- **Adaptation** (conference and business interpreting): more feasible in relation to interaction than comprehension/production (Braun 2004, 2007); more likely with trainee interpreters due to non-automated processes (Moser-Mercer 2010)
- **Efficiency of RI** (healthcare interpreting): levels of satisfaction among doctors, patients interpreters mostly seen as sufficient but doctors' and interpreters' views more critical and nuanced (Azarmina & Wallis 2005, Locatis et al. 2010, Price et al. 2012)

## Case study: quality of remote interpreting in the police setting (AVIDICUS projects)



### Quantifying quality – comparison of problems

- simulated police interviews with suspect
- 4 conditions, using the same interpreters; experienced police officers, police interpreters, suspect role players; FR/EN
- 8 interpreters ~ 8 interviews per condition

	FTF		RI 1 (no training)		RI 1b (training)		RI 2 (training and better tech)	
	Total	Ø per int.						
Content-related problems	201	25.13	295*	36.9	291*	36.4	283*	35.4
Linguistic problems	170	21.25	212*	26.5	127	15.9	151	18.9
Paralinguistic problems	577	72.13	704*	88.0	646	80.8	689	86.1
Interaction problems	34	4.25	110*	13.8	86	10.8	113*	14.1

\* significant difference acc. to Multiple samples, pairwise comparison, Nemenyi's test ( $p = .5$ )

## Case study



### Content-related problems – omission, addition, accuracy, coherence

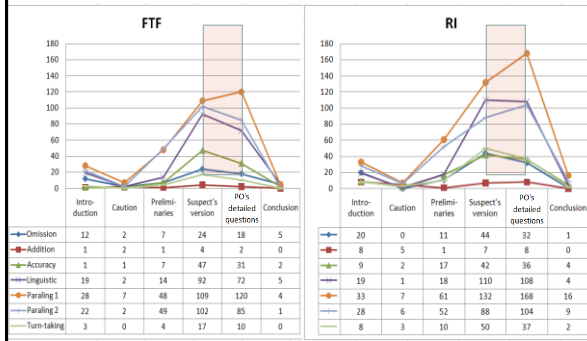


- In FTF significantly lower than in the three RI conditions ( $p = .05$ )
- However, in data sets 1b and 2 (after training):
  - Reduction in omissions, inaccuracies and coherence problems
  - Increase in ('unnecessary') additions
    - A sign of increased interpreter confidence?
    - An attempt to increase the rapport?

## Case study



### Performance on the timeline



## Case study



### Strategies

Clip: Whathappened\_intv01\_05\_RI\_intp0X

- Det: Elle m'a même insulté. *She even insulted me.*
- Intp: Uh she even verbally abused me.
- Det: Alors j'ai dit 'ne m'insulte pas. Sinon il y aura des problèmes.'  
*Well I said 'don't insult me. Otherwise there will be trouble.'*
- Intp: Alors j'ai dit que? *Well I said that...? [Intp leans forward and closes her eyes]*
- Det: Je je je l'ai demandé de ne pas m'insulter. Sinon il y aura des problèmes.  
*I I I asked her not to insult me. Otherwise there would be trouble.*
- Pause
- Det: [J'ai...]
- Intp: [I said-] oh oui oui j'ai compris. *(Yes yes I understood.)* And then I said um then I said that um if uh if she didn't stop verbally abusing me there'd be trouble. Um if the gentleman can turn his head a little bit more toward me. Oui je vois que quand vous parlez vous baissez la tête. Alors si vous parlez en direct vers moi ce serait plus facile. *(Yes I notice that when you speak you lower your head. Well if you talk directly towards me that would be easier.)*



## Research: Summary



### 'Discrepancies' in findings to date

- Between studies within the same field (e.g. within conference interpreting)
- Between parameters (e.g. self-assessment vs. 'objective' measures)
- Across different fields of interpreting

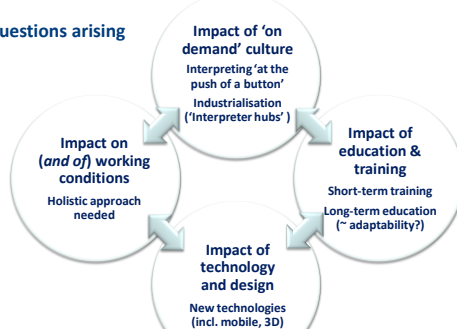
### Why?

- Of course... Multidimensional nature of RI (spanning different modes and fields of interpreting, different configurations, numbers of participants etc.)
- Small number of studies
- Link to research methods applied in the studies (self-perception vs. 'objective' measures)
- Link to education & training (interpreting quality)

## Research: Summary



### Questions arising



Braun (2015)

## Education & Training



### Demand

- Research outcomes suggest need for training in RI (although training no panacea)
- Corroborated by interpreter surveys (Braun & Taylor 2012, Hlavac 2013)

### Potential benefits of RI in education & training

- Increased opportunities for interpreting practice as such
- Opportunities for learner involvement, social interaction, social participation (cf Wenger *et al.* 2002)
- Collaborative learning with clients (cf Hale & Ozolins 2009: successful communication in interpreting is a shared responsibility)
- New opportunities for simulation and situated learning (Lave & Wenger 1991, Kiraly 2003, Tymczyńska 2009)
- Promotion of digital literacy – preparation for future working conditions, increasing graduate employability (Berber 2010)

## Case study: affordances of RI tools in interpreter training (EVIVA project)



### Questions addressed

- how and what learners learn through the different types of RI tools (used as virtual learning environments);
- how different environments can support different types of learning activities (individual learning with prepared content, collaborative learning through role plays);
- how different environments are able to simulate real-life conditions to bridge the worlds of work and education (user experience);
- how such environments work for learners from diverse backgrounds (especially clients of interpreters);
- how the environments training can support the acquisition of digital literacy.

(Braun *et al.* 2013, Ritsos *et al.* 2012, Braun & Slater 2014, Braun, Slater & Botfield 2015; [www.virtual-interpreting.net](http://www.virtual-interpreting.net))

## Case study



### The potential of videoconferencing (VC)



- Long tradition as a tool to deliver education & training
- Allows for direct observation, participation and interaction between sites
- Also possible: document sharing, etc
- Different teaching styles and settings – lecture style or discussion; smaller and larger groups (point-to-point or multi-point VC)
- Can be recorded to build up a resource library

## Case study



### The potential of web conferencing / 3D virtual worlds



- Popular in educational contexts due to simulation capabilities (Kim *et al.* 2012)
- Multiple-user 3D 'worlds' allow users to interact with the environment and with other users through avatars
- Use in education has increased as technology has matured
- Interaction can be recorded to build up a resource library
- **IVY**: bespoke 3D environment to simulate interpreting practice (Braun *et al.* 2013)

## Case study



### Role play via VC and 3D world

- Role plays involving interpreting students, 'clients' (professionals from relevant contexts), and tutor (e.g. as interviewer) at different sites
- Different genres (Interviews, debates)
- Role play outlines developed in accordance with client's role in real life (e.g. interview with a Hospital Manager); no verbatim script

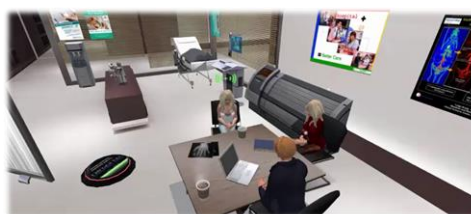


## Case study



### Role play via VC and 3D world

- Clients advised of basic aims and set-up
- Interpreting students briefed about speaker and topic
- Role plays are recorded; user experience questionnaire, reflective session



## Education & training: Summary



### Initial outcomes (analysis ongoing):

- VC perceived to be easy to use, access to facial expressions and body language, but less good at simulating/imagining shared space
- 3D world still difficult to use and fairly 'artificial' but helps simulate/ imagine shared space
- However, individual differences between students (profiling)
- Both environments seem to promote adaptation (see also Braun 2004, 2007 – stages of adaptation)
- Role plays via RI highlight practical issues in RI; e.g. interaction with participants and with the technology, options for intervention, comprehension problems, cognitive load
- However, importance of 'learner preparation', reflection and coaching in developing learner autonomy

**More at the EVIVA seminar, Brussels, 28 November 2014 (free event)**

## Last but not least...



**AVIDICUS 1, 2 and 3** - Assessment of Videoconference Interpreting in the Criminal Justice System (2008-16)

**IVY** - Interpreting in Virtual Reality (2011-12)

**EVIVA** - Evaluating the Education of Interpreters and their Clients through Virtual Learning Activities (2013-14)

[www.virtual-interpreting.net](http://www.virtual-interpreting.net)

[www.videoconference-interpreting.net](http://www.videoconference-interpreting.net)

[@vr\\_interpreting](https://twitter.com/vr_interpreting)

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